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AUTHOR Johnson, Orin G.
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ABSTRACT

This paper presents 10 extemporaneous presentation assignments which are designed to review, test, and give students practice on every aspect necessary to become an effective public speaker in many situations. The paper begins with a description of the introductory communication course requirements and guidelines for grading of practice presentations and speech performance as well as guidelines for students' evaluations of the final formal speech assignment of the course. Each of the 10 assignments in the paper presents an explanation of the assignment, a list of requirements, and a discussion of special considerations, as well as a speech evaluation form. The first 7 assignments in the paper address informative, persuasive, special occasion, after dinner, audiovisual, nonverbal delivery, and verbal delivery speech presentation skills. The last 3 assignments in the paper are informative, persuasive, and entertainment performance presentations. A formal outline evaluation summary and grade sheet, a speech portfolio evaluation and grade sheet, and a presentation skills evaluation and grade sheet are attached. (RS)

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ED 411 555

Imaginative Approaches to Teaching the Basic Public Speaking Course: Roundtable Discussion

Participant: Orin G. Johnson - Instructor
Department of Communication & Fine Arts - Speech
Jackson State Community College
2046 N. Parkway
Jackson Tennessee 38301- 3797
Phone# (901) 424-3520, Ext. 321
Internet address - ojohnson@jscc.cc.tn.us

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CS 505 588

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Extemporaneous Presentation Assignments

Extemporaneous presentations are, by definition, any of those speeches that must be carefully prepared and practiced in advance, outside of class time and performed in front of a live audience. They are designed to typically review, test and give students practice on every aspect necessary to become an effective public speaker in many situations. In short, they are the practical application of the concepts learned throughout this course.

During the semester students will complete two types of extemporaneous presentations that emphasize either practice or performance. The practice presentations will be done in the form of 5 or 6 (depending on class time) simple, easy to prepare, informal speech assignments that act as an aid to help the student combat and control nervousness in a speaking situation through repetition. These assignments help them to learn several aspects of general speech preparation through hands on experiences. Specifically, students will target elemental techniques for the informative, persuasive and entertainment presentations, as well as audiovisual use and verbal and nonverbal delivery. The informal speech assignments are also designed to give the student the opportunity for trial & error in an actual speech environment as well as improvement in a much less threatening situation. Collectively, these 5 or 6 assignments will constitute 25% of a students grade, however, each individual informal speech assignment has only a minimal effect on the students overall course average. Each speech has between one fourth to one half of a percent variation on the students final grade and prepares them to use skills necessary for the successful completion of the performance presentation.

Second, students must participate in what will act as the performance final in the course. This will singularly constitute another 25% of the entire course average. This performance presentation is done in the form of a formal speech assignment chosen from among three options early in the semester to be completed near its conclusion. Each of these options emphasize the characteristics of the three basic situations speakers can encounter in their professional or formal lives. Option #1 deals with the informative speaking situation. Option #2 embodies the persuasive speaking situation and Option #3 gives the student the chance to deal with the entertainment speaking situation. Each of the options have characteristics unique to them because of the speaking situation, however, they all equally target the skills necessary for effective general speech preparation discussed during the semester. Though students do not perform all 3 types of speaking situations, they must be able to understand and evaluate all three to be successful in the course. Moreover, students are given direct assistance in class to prepare for the formal speech assignment. However, it is always made clear and understood that much must be done outside of class (homework) in order to take full advantage of such an opportunity.

The grading of the practice presentations is done solely by the instructor as follows:

1. **Letter Grade:**
   I simply grade and evaluate our students participating in practice presentations by determining how successful the student is in demonstrating to the class the concepts or skills on which the speech assignment is designed to work in designated categories that add up to a predetermined amount of points for the assignment. Such elements are outlined in detail on speech evaluation form(s) that accompany every speech assignment sheet.
2. **Actual Point Value:**
   I assign points to the live performance in class by awarding 25 to 50 points for (5 or 6) informal speech assignments completed providing the student follows all of the instructions for the speech and demonstrates the necessary components of general speech preparation emphasized throughout the semester.
3. **Comments & Suggestions:**
   I will specifically make comment on the things you do well in presenting each of the informal speech assignments given and give you suggestions on the things you could do to improve upon in reference to any aspect(s) of your current speech assignment. Lastly, I will suggest some areas for you to individually pay especially close attention during your review of the materials covered in class as you prepare for the performance final.
4. **Videotaping:**
   Each practice presentation will be videotaped in class so a student, if they so desire, can review it in preparation for the formal speech assignment. It will not be used as a grading tool for the assignment. I grade the live performance only. It will be your responsibility to provide a **NEW blank T-120 VHS video tape** for the five or six practice presentations you will do this semester. Without this tape you will not be considered prepared for the speech assignment. This tape must be labeled clearly with your name, the class title **SPE - 211, Fundamentals of Speech**, your section number, the semester (fall, spring, summer), the year and the words **Speech Presentations Video**.

For the Formal Speech Assignment the instructor will evaluate speech performance according to the following guidelines:

1. **The Instructor Grade:**
   I will grade each performance presentation for three major elements; ***Content*** derived from the Formal Manuscript Outline, ***Preparation*** gathered from the Speech Portfolio and ***Style*** determined by your Presentation Skills during actual presentation. Each of these elements will be graded separately at different times during the semester and totaled to constitute **66%** of your **Final Evaluation**. Finally, for those that choose not to do this assignment there is an automatic **250 point deduction** from your overall course average if you do not make a reasonable attempt at it on the day you are assigned to present. **Remember, such behavior is**

grounds for a student to fail the course and your final grade can be no higher than the letter grade for this presentation as stated in your course syllabus.

2. **Comments:**
   I will specifically make comment on the **strengths** and **areas for improvement** in reference your formal speech presentation assignment. The same will be done on the comments you have on your formal manuscript outline and speech portfolio as it is graded prior to the actual presentation. Finally, grade sheets/ portfolios will not be returned until after all presentations are completed.
3. **Videotaping:**
   Each student **MUST have their semester video tape** with name, date & speech title identified on it for the final presentation in order **to be videotaped in class.** Without this tape you will not be considered prepared for the speech assignment**, not allowed to proceed with it and receive a grade of - 0 - for the assignment**. This is required so a student will be able to review their performance and **complete the required evaluation activity** that follows the speech presentation. Your tape is your property, however, the instructor may want to use it **for other educational purposes complementary of student performance, but only with your permission.**

Additionally, students will evaluate speech performance for the Formal Speech Assignment according to the following guidelines:

1. **Student Grading:**
   The students in class will grade and evaluate students participating in the final performance speech presentation only. They will determine how successful a student is in demonstrating to the class the concepts or skills on which the speech assignment is designed to work in designated categories identified by the instructor that add up to a percentage of the total points for the assignment. Such elements are outlined in detail in the ***Siskel and Ebert*** class activity.
2. **Point Value:**
   Each audience member will assign points to the live performance of each speaker in class by awarding 0 to 18 points for the areas of ***Content*** and ***Style*** providing the student follows all of the instructions for the speech and demonstrates the necessary components of general speech preparation emphasized in the target area only. These points will be totaled and represent the other **33%** of your **Final Evaluation**.
3. **Comments:**
   Each student will make comment on the things a speaker does well in presenting a speech in the area that they are assigned to evaluate and give suggestions on the things to improve upon in reference to those aspect(s) of the speech presentation assignment only. Finally the comments will be seen by the speaker only after all the speeches are complete. The instructor puts these comments in each speaker's speech portfolio however, the names of the evaluators are not disclosed so objectivity is maintained throughout this process.

Speech Assignment #___ Date Assigned __/__/__ Date Due __/__/__

My Philosophy Of Life

A PRACTICE INFORMATIVE SPEECH PRESENTATION

EXPLANATION:

As we study ethics and speech preparation you will find it is very important for to know the values and beliefs of the audience. This assignment is designed to help students learn such about their class, reduce their fear of speaking in a public setting through practice and give them a concrete idea of what I look for in an informative speech presentation in a less threatening situation.

SPEECH REQUIREMENTS:

1. **Time Requirement (Circle the time determined by your instructor)**
   a. 1 - 2 minutes in length.
   b. 2 - 3 minutes in length.
   c. 3 - 4 minutes in length.
2. **Point Value**
   25 points
3. **Presentation Content** (follow this order to give your speech to the class).
   a. Introduce your subject matter to the audience with a creative opening statement.
   b. Make a statement that lets the audience know the value and belief that you will be discussing.
   *c. Briefly interprert the author's thesis of a poem, essay, editorial, piece of artwork or other object.
   *d. State the connection between your excerpt/item and your philosophy of life.
   *e. Read the excerpt expounded upon in presentation or show the object explained to the class.
   f. Summarize your presentation and end it with an appropriate closing statement.
4. **Notes & Other Materials**
   You may use **(3) three 4x6 index cards** for notes when you complete this activity in class as well as a hand written or photocopied reproduction of any authored materials from which you are quoting. (**Do not read from a book/newspaper/magazine in front of the class** it is very distracting **or draw items on the chalkboard.**)
5. **Published and unpublished works**
   Any materials used other than things you have said or created must be documented and stated as such when you complete the activity in class.

SPECIAL CONSIDERATIONS:

Presentation Order

The items with an asterisk can be placed in the order that they have been written (c, d, e) or an order with which you feel comfortable (d, e, c, etc.) but the three items must be in sequence with each other and remain after (a and b) and before (f).

Speaker Name _____ Speaker Number #___ Section #___

The Speech Evaluation Form

EVALUATION CATEGORIES:

1. Attention getting **opening statement** appropriate to the topic.	3	3.5	4	4.5	5
2. Evidence of a sincere **desire to communicate** to audience.	3	3.5	4	4.5	5
3. **Main points** clear, well developed and audience related.	3	3.5	4	4.5	5
4. Effective **movement**, gestures, eye-contact and facial expression.	3	3.5	4	4.5	5
5. **Extemporaneous presentation skills** with brief reference to notes.	3	3.5	4	4.5	5
6. Effective **use of voice** to convey meaning and good vocal variety.	3	3.5	4	4.5	5
7. Conclusion succinctly **summarized and provided closure** to the presentation.	3	3.5	4	4.5	5
8. Gained and maintained a good **rapport** with audience throughout the presentation.	3	3.5	4	4.5	5
9. Effective use of and adherence to the **time limit.**	3	3.5	4	4.5	5
10. Clear evidence of **organization and preparation** for the speech presentation.	3	3.5	4	4.5	5

Required Time Frame ___ **to** ___ **minutes** **Total / by 2 =** _____
Actual Elapsed Time: ___: _____ **Grade:** _____

Comment on Strength(s)

_____

_____

_____

_____

Comment on Area(s) for Improvement

_____

_____

_____

_____

Speech Assignment #___ Date Assigned __/__/__ Date Due __/__/__

Believe It or Not...

A PRACTICE PERSUASIVE SPEECH PRESENTATION

EXPLANATION:

The overall goal of this practice speech presentation is to give students the opportunity to practice using proofs, argumentation & reasoning and motivational & emotional appeal to tap into their own persuasive power in order to promote or demote some realistic product, service, etc. in the eyes of their audience.

SPEECH REQUIREMENTS:

1. **Time Requirement (Circle the time indicated by the instructor)**
   a. 1 - 2 minutes.
   b. 2 - 3 minutes.
   c. 3 - 4 minutes.
2. **Point Value**
   50 points
3. **Presentation Content** (follow this order to give your speech to the class).
   a. Open your commercial with a creative opening statement.
   b. Briefly explain the who, what, when, where, why and how of the product, service etc. and your intent to promote or demote it.
   c. A definite connection should be clearly established between your product and your values and beliefs telling the audience why or how it fulfills those beliefs effectively or ineffectively using proper evidence, proofs and argumentation & reasoning.
   d. Show the audience some representation of the product or service that you discuss in your commercial demonstrating the elements that you have discussed in relation to the product, service etc.
   e. Summarize and end your commercial with an effective clincher statement.
4. **Notes & Other Materials**
   You may use (3) three 4x6 index cards for notes when you complete this activity in class as well as any visual representation of the product or service in question.
5. **Published and unpublished works** used as products, services etc.
   Any materials used other than things you have said or created must be stated as such during the activity.

SPECIAL CONSIDERATIONS:

1. **Presentation skills**
   Practice your presentation several times to make sure it meets the time limit and emphasize good speech delivery particularly the motivational and emotional aspects of your commercial - stress them.
2. **Optional Format (I will require this format to save class time)**
   This may be completed as a small group activity. All members will be expected to contribute equally to the presentation and will accept the group grade. Groups can be no more than 3 people that together must to stay within the time limit. Instructor will explain the option for this particular presentation further in class.

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Speaker Name _____ Speaker Number #___ Section #___

The Speech Evaluation Form

EVALUATION CATEGORIES:

1. **Attention getting statement** appropriate to the persuasive commercial presentation.	3	3.5	4	4.5	5
2. The **product, service etc.** clearly **explained** during the commercial.	3	3.5	4	4.5	5
3. **Research & evidence used and referenced** to explain the product etc.	3	3.5	4	4.5	5
4. Appropriate **proofs** used to give the audience an accurate **interpretation** of the product etc.	3	3.5	4	4.5	5
5. Overall **argumentation** appropriate for the claim(s) made for/against the product etc.	3	3.5	4	4.5	5
6. **Reasoning** used correctly and corresponds with the chosen argumentation selected.	3	3.5	4	4.5	5
7. One of the 5 **motivational appeals** used effectively to direct audience behavior.	3	3.5	4	4.5	5
8. Appropriate and effective **emotional appeals** used to direct the action of the audience.	3	3.5	4	4.5	5
9. Clear evidence of **organization** and **preparation** for the speech.	3	3.5	4	4.5	5
10. Effective **clincher statement** for speech and adherence to the **time limit**.	3	3.5	4	4.5	5

Required Time Frame ___ to ___ minutes **TOTAL: ____**
Actual Elapsed Time: ___: _____ **GRADE: ____**

Comment on Strength(s)

_____

_____

_____

_____

Comment on Area(s) for Improvement

_____

_____

_____

_____

Speech Assignment #___ Date Assigned __/__/__ Date Due __/__/__

And the Envelope Please ...

A PRACTICE SPECIAL OCCASION SPEECH PRESENTATION

EXPLANATION:

There are often times when students, in their professions, family gatherings and other social settings are called upon to give speeches of introduction, presentation, acceptance and/or commemoration. Though many times this is without the benefit of an excessive amount of preparation time it is not always customary or possible to do the speech impromptu. There are many such occasions in which absolute accuracy is necessary to avoid embarrassment due to the importance and formality of the situation. This activity is designed give students practice in the skills needed to do this quickly and effectively.

SPEECH REQUIREMENTS:

1. **Time Requirement (Circle the time indicated by the instructor)**
   - **a. 1 - 2 minutes.**
   - b. 2 - 3 minutes.
   - c. 3 - 4 minutes.
2. **Point Value**
   25 points
3. **Presentation Content** (follow this order to give your presentation in class).
   - a. Open your special occasion speech with a creative statement and introduce the who, what, when, where, why and how of your speaking engagement to the class.
   - b. Let the audience clearly know the type of speech you intended to do.
   - c. Begin your special occasion presentation explaining its significance and any other pertinent research information related to the subject or the specific speaking engagement to insure accuracy.
   - d. Summarize the speech *as is appropriate for your special occasion** and end with an effective clincher statement.
4. **Notes & Other Materials**
   You may use three 4x6 index cards for notes when you complete this activity in class.
5. **Published and unpublished works**
   Any materials used other than things you have said or created must be stated as such during the activity.

SPECIAL CONSIDERATIONS:

1. **Speech Selection**
   Draw a number to select one of the special occasion speeches to give as determined by the instructor. (After-dinner will not be a selection since it will be dealt with separately).
2. ***Optional Format (Sometimes I will require this format to save time)**
   This may be completed as a small group activity. All members will be expected to contribute equally to the presentation and will accept the group grade. Groups can be no more than 3-4 people that together must to stay within the time limit. Instructor will explain the option for this particular presentation further in class.

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Speaker Name _____ Speaker Number #___ Section #___

The Speech Evaluation Form

EVALUATION CATEGORIES:

1. Effective **opening statement** and explanation of the speaking situation.	3	3.5	4	4.5	5
2. **Accurate research** in respect to background information, names and their pronunciation.	3	3.5	4	4.5	5
3. Use of **language and speech** appropriate to the speaking occasion and speaker.	3	3.5	4	4.5	5
4. Maintained a good **rapport with audience** during speech as part of audience adaptation.	3	3.5	4	4.5	5
5. **Creativity** apparent due to the anticipation built **and drama** expressed for the subject matter.	3	3.5	4	4.5	5
6. Consideration taken in respect to the **special concerns** of the particular speech to be given.	3	3.5	4	4.5	5
7. Effective **presentation skills**, (gestures, etc.) demonstrated throughout the speech.	3	3.5	4	4.5	5
8. Conclusion **summarized** presentation **and/or provided appropriate closure**.	3	3.5	4	4.5	5
9. Effective use of and adherence to the designated **time limit**.	3	3.5	4	4.5	5
10. Clear evidence of **organization and preparation** for the speech presentation.	3	3.5	4	4.5	5

Required Time Frame ___ to ___ minutes **Total / by 2 = ____**
Actual Elapsed Time: ___: _____ **Grade: ____**

Comment on Strength(s)

_____
_____
_____
_____

Comment on Area(s) for Improvement

_____
_____
_____
_____

Speech Assignment #___ Date Assigned __/__/__ Date Due __/__/__

Good Gossip!

A PRACTICE AFTER-DINNER SPEECH PRESENTATION

EXPLANATION:

As we study speeches for special occasions we have learned that vocal expression and the subtle use of language is important to the after dinner speech due to its somewhat humourous nature. This assignment is designed to help students learn such techniques about speaking, reduce their fear of speaking in a public setting through practice and give them one idea of what I look for in an after-dinner speech presentation in a less threatening situation. To accomplish this students may do one of two things. Tell the audience some type of tall tale or discuss a personal gossip issue with the audience.

SPEECH REQUIREMENTS:

1. **Time Requirement** **(Circle the time determined by your instructor)**
   - **a. 1 - 2 minutes in length.**
   - b. 2 - 3 minutes in length.
   - c. 3 - 4 minutes in length.
2. **Point Value**
   25 points
3. **Presentation Content** (follow this order to give your presentation in class).
   - a. Open your after-dinner speech with a creative statement and introduce the who, what, when, where, why and how of your speaking situation to the class.
   - b. Let the audience clearly know the type of speech you intended to do (tall tale or an issue of personal gossip).
   - c. Begin your after dinner presentation explaining its significance as a published tall tale or an issue of personal gossip.
   - d. Summarize the speech and end with an effective clincher statement.
4. **Notes & Other Materials**
   You may use three 4x6 index cards for notes when you complete this activity in class.
5. **Published and unpublished works**
   Any materials used other than things you have said or created must be stated as such during the activity.

SPECIAL CONSIDERATIONS:

Please Review - Language use, verbal and the noverbal aspects of delivery

Speaker Name _____ Speaker Number #___ Section #___

The Speech Evaluation Form

EVALUATION CATEGORIES:

1. Attention getting **opening statement** appropriate to the topic.	3	3.5	4	4.5	5
2. Evidence of a sincere **desire to communicate** to audience.	3	3.5	4	4.5	5
3. **Main points** clear, well developed and audience related.	3	3.5	4	4.5	5
4. Effective **movement**, gestures, eye-contact and facial expression.	3	3.5	4	4.5	5
5. **Extemporaneous presentation skills** with brief reference to notes.	3	3.5	4	4.5	5
6. Effective **use of voice** to convey meaning and good vocal variety.	3	3.5	4	4.5	5
7. Conclusion succinctly **summarized and provided closure** to the presentation.	3	3.5	4	4.5	5
8. Gained and maintained a good **rapport** with audience throughout the presentation.	3	3.5	4	4.5	5
9. Effective use of and adherence to the **time limit.**	3	3.5	4	4.5	5
10. Clear evidence of **organization and preparation** for the speech presentation.	3	3.5	4	4.5	5

Required Time Frame ___ to ___ minutes **Total / by 2 = ____**
Actual Elapsed Time: ___: ____ **Grade: ____**

Comment on Strength(s)

_____

_____

_____

_____

Comment on Area(s) for Improvement

_____

_____

_____

_____

Speech Assignment #___ Date Assigned __/__/__ Date Due __/__/__

Show & Tell

A PRACTICE AUDIOVISUAL SKILLS PRESENTATION

EXPLANATION:

During a through explanation of the uses of audiovisuals in a speech presentation it is of the utmost importance for the beginning speaker to have an opportunity to practice those skills before completing an actual formal speech presentation. So, this presentation will act as an aid to help students practice selecting, preparing and using at the very least, the required explanatory audiovisuals for a formal speech presentation.

SPEECH REQUIREMENTS:

1. **Time Requirement (Circle the time indicated by the instructor)**
   a. 1 - 2 minutes.
   b. 2 - 3 minutes.
   c. 3 - 4 minutes.
2. **Point Value**
   25 points
3. **Presentation Content** (follow this order to give your presentation to the class).
   a. Begin with an original opening statement then briefly summarize the speech content for the final speech presentation. **(S.P.S. & T.S.)**
   b. Display the actual visual that you will be using in the speech presentation explaining to the audience what it is and the source of the visual creation or acquisition.
   c. Explain the connection between your visual and speech content telling the audience why you chose it to reiterate the main point, subpoint etc. that it further clarifies.
   d. Put the visual away and summarize the presentation with an effective clincher statement.
4. **Notes & Other Materials**
   You may use (3) three 4x6 index cards for notes when you complete this activity in class.
5. **Published and unpublished works used as visuals**
   Any materials used other than things you have said or created must be stated as such during the activity.

SPECIAL CONSIDERATIONS:

1. **Visual Selection**
   Find (1) audiovisual item that illustrates the above sentiments that is a part of a main point, subpoint or supporting material in your actual final speech presentation. (Don't use your best visual here, save it for use when you deliver your actual speech) But be sure to use any visual you have questions about - Don't wait for the final to find out!
2. **Visual Usage**
   Practice your presentation several times to make sure it meets the time limit and you emphasize effective manipulation and explanation of visual during the presentation.

Speaker Name _____ Speaker Number #___ Section #___

The Speech Evaluation Form

EVALUATION CATEGORIES:

1. **Attention getting statement appropriate** to the visual **presentation**.	3	3.5	4	4.5	5
2. Speech **Content** effectively **summarized** during the speech presentation.	3	3.5	4	4.5	5
3. Required **visual** used **appropriate** for the speech content to be discussed.	3	3.5	4	4.5	5
4. Each **visual**'s size is **large enough** to be seen at the back of the classroom.	3	3.5	4	4.5	5
5. **Print** on the **visual** dark, bold and large enough to be seen by the entire audience.	3	3.5	4	4.5	5
6. Effective **manipulation** of each **required visual** during the presentation.	3	3.5	4	4.5	5
7. Maintaining **eye-contact** with audience **while using visuals** in speech.	3	3.5	4	4.5	5
8. Gained all necessary **equipment** to effectively use visual during speech.	3	3.5	4	4.5	5
9. Clear evidence of speech **organization** and **visual preparation** for the speech.	3	3.5	4	4.5	5
10. Effective **clincher statement** for speech and adherence to the **time limit**.	3	3.5	4	4.5	5

Total / by 2 = _____

Required Time Frame ___ to ___ minutes
Actual Elapsed Time: ___: ____

GRADE: _____

Comment on Strength(s)

_____
_____
_____
_____

Comment on Area(s) for Improvement

_____
_____
_____

Speech Assignment #___ Date Assigned __/__/__ Date Due __/__/__

Video Jukebox

A PRACTICE NONVERBAL DELIVERY SKILLS PRESENTATION(Option#1)

EXPLANATION:

The prevailing view that this speech delivery presentation is built upon is the knowledge that eye-contact, facial expression and bodily action are of the utmost importance to the success of the public speaker. So for these reasons this presentation emphasizes the practice of such nonverbal skills in the form of a Lip-Sync presentation to be given to the class as part of your own music video.

SPEECH REQUIREMENTS:

1. **Time Requirement (Circle the time indicated by the instructor)**
   - **a. 2 - 3 minutes.**
   - b. 3 - 4 minutes.
   - c. 4 - 5 minutes.
2. **Point Value**
   50 points
3. **Presentation Content** (follow this order to give your presentation in class).
   - a. Open your presentation with a creative opening statement to introduce your selected song to the class.
   - b. Brief summary of the of the song and how it acts as a reflection of a specific belief you have, its title, author and the source of the musical selection must be stated in the introduction of the presentation.
   - c. Lip-sync <u>from memory</u> the actual excerpt that you will be using in the speech as the body of the presentation.
   - d. A definite connection should be clearly established between your selection and your beliefs telling the audience why you chose your particular selection in the conclusion of the presentation.
   - e. Summarize the selection and end with an effective clincher statement.
4. **Notes & Other Materials**
   You may use (2) 4x6 index cards for introduction and conclusion notes <u>ONLY</u> your song must be memorized when you complete this activity in class.
5. **Published and unpublished works**
   Any materials used other than things you have said or created must be stated as such during the activity.

SPECIAL CONSIDERATIONS:

1. **Type of song**
   On cassette/CD you must have a 2 minute recording of a song that reiterates the message you want to send to the audience about yourself. Tapes must be cued at the right spot to save time in class. Avoid any and all songs with <u>*explicit lyrics*</u>.
2. **Time Breakdown**
   The time scheme must breakdown as follows: @ 20 seconds is for your introduction, exactly 2 minutes <u>*must be used*</u> for your lip-sync selection and @ 10 seconds is for your conclusion for a total time not over 3.0 minutes.
3. **Optional Format (Sometimes I will require this format to save class time)**
   The instructor will explain the option for this presentation further in class.

Speaker Name _____ Speaker Number #___ Section #___

The Speech Evaluation Form

EVALUATION CATEGORIES:

1. Attention getting **introduction** appropriate to musical selection	3	3.5	4	4.5	5
2. In light of the speaking occasion is **appearance** appropriate.	3	3.5	4	4.5	5
3. **Gestures** are natural but **not distracting** to the audience.	3	3.5	4	4.5	5
4. **Controlled** idiosyncrasies we each have as **bodily action**.	3	3.5	4	4.5	5
5. **Eye-contact** maintained **with audience** effectively.	3	3.5	4	4.5	5
6. Little to no **vocal interferences** during a **pause** in the speech.	3	3.5	4	4.5	5
7. Evidence of **lively involvement** and **enthusiasm** in presentation.	3	3.5	4	4.5	5
8. **Spontaneity** obvious in speech by speaker's adaptation to and rapport with audience.	3	3.5	4	4.5	5
9. Evidence of **organization** and **preparation** indicated by a well rehearsed lip-sync.	3	3.5	4	4.5	5
10. Effective **conclusion and clincher statement** and use of and adherence to the **time limit**.	3	3.5	4	4.5	5

TOTAL: ____

Required Time Frame ___ **to** ___ **minutes**
Actual Elapsed Time: ___: ____

GRADE: ____

Comment on Strength(s)

_____
_____
_____
_____

Comment on Area(s) for Improvement

_____
_____
_____

Speech Assignment #___ Date Assigned __/__/__ Date Due __/__/__

Lip Service Please!

A PRACTICE VERBAL DELIVERY SKILLS PRESENTATION (Option #2)

EXPLANATION:
This assignment encourages students to tap into their own verbal and nonverbal expressiveness to convey verbal messages in a meaningful and creative way for an audience. For this reason the activity emphasizes the practice of such skills in the form of a Prose, poetry or script reading to be given to the class.

SPEECH REQUIREMENTS:

1. **Time Requirement (Circle the time indicated by the instructor)**
   a. 1 - 2 minutes
   b. 2 - 3 minutes
   c. 3 - 4 minutes.
2. **Point Value**
   50 points
3. **Presentation Content** (follow this order to give your presentation to the class).
   a. Open your presentation with a creative opening statement to introduce your selected reading to the class.
   b. Briefly summarize the of author's message in the selection and how it acts as a reflection of what you believe, its title, author and the source of the prose/poetry excerpt should be stated in the introduction of the presentation.
   c. Read expressively the actual excerpt that you will be using in the speech as the body of the presentation.
   d. A definite connection should be clearly established between your selection and your beliefs telling the audience why you chose the selection in the conclusion of the presentation.
   e. Summarize the selection and end with an effective clincher statement.
4. **Notes & Other Materials**
   a. You may use (2) 4x6 index cards for introduction and conclusion notes when you complete this activity in class.
   b. You may have a hand written or photocopied reproduction of the selection you are using to read from in the presentation - remember your goal is not to memorize, but be familiar with the selection.
5. **Published and unpublished works**
   Any materials used other than things you have said or created must be stated as such during the activity.

SPECIAL CONSIDERATIONS:

1. **Type of Selection**
   Avoid any and all selections with *explicit lyrics, phrases, etc.*
2. **Time Breakdown**
   The time scheme must breakdown as follows: @ 20 seconds is for your introduction, exactly 2 minutes *must be used* for your prose, poetry or script selection and @ 10 seconds is for your conclusion for a total time not over 3.0 mins.
3. **Optional Format (Sometimes I will require this format to save class time)**
   The instructor will explain the option for this presentation further in class.

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Speaker Name _____ Speaker Number #___ Section #___

The Speech Evaluation Form

EVALUATION CATEGORIES:

1. Attention getting **introduction** that **summarized** the **content** of the selection.	3	3.5	4	4.5	5
2. Sufficient **volume** level during speech with little to **no vocal interefences**.	3	3.5	4	4.5	5
3. Appropriate changes in **pitch** for vocal **inflection** to convey meanings.	3	3.5	4	4.5	5
4. **Rate, Pace and rhythm** of speech appropriate to the **mood** during speech.	3	3.5	4	4.5	5
5. Obvious attempt at improving **tone** of voice for the speech and **vocal variety** present.	3	3.5	4	4.5	5
6. Research as to the correct **pronunciation** of **unknown words**.	3	3.5	4	4.5	5
7. Practice on those **known words** we tend to **misarticulate**.	3	3.5	4	4.5	5
8. **Enthusiasm and spontaneity** obvious by speaker's adaptation & rapport w/ audience.	3	3.5	4	4.5	5
9. **Gestures, eyecontact** and **bodily action** effectively used and controlled in the speech.	3	3.5	4	4.5	5
10. Effective **conclusion** for presentation and use of and adherence to the **time limit**.	3	3.5	4	4.5	5

Required Time Frame ___ to ___ minutes **TOTAL: ____**
Actual Elapsed Time: ___: _____ **GRADE: ____**

Comment on Strength(s)

_____

_____

_____

_____

Comment on Area(s) for Improvement

_____

_____

_____

_____

Speech Assignment # FINAL Date Assigned __/__/__ Date Due __/__/__

Gulliver's Travels

AN INFORMATIVE PERFORMANCE PRESENTATION - OPTION #1

EXPLANATION:

The **informative presentation** is **a discourse that explains new information, creates understanding, or reviews** accumulated **information**. In this speaking situation the speaker ultimately acts as a *lecturer* or *teacher*. The goal here is *to convey information* clearly, accurately and interestingly. So to fufill such goals you are to prepare a speech using any one of the 5 organizational designs discussed in class that will inform the audience solely through explanation of *any topic that has to do with a culture other than what is commonly considered the American Culture.*

SPEECH REQUIREMENTS:

1. **Time Requirement (Circle the time indicated by the instructor)**
   a. 3 - 4 minutes.
   b. 4 - 5 minutes.
   c. 5 - 6 minutes.
2. **Point Value**
   250 points
3. **Presentation Content**
   a. Some type **person, object, event, process, concept etc.** from another culture must be explained to the audience.
   b. The type of speech must be explained to the audience according to one of the four types of speech explanations discussed in class that is appropriate for the type of informative speech you chose to present.
   c. The topic must be adapted to the audience in reference to its predisposition toward the topic.
4. **Notes & Other Materials**
   a. You may use (3) three 4x6 index cards for notes when you complete this activity in class.
   b. You are to use at least (3) explanantory impact visuals during the presentation one of which must be a transparency.
5. **Published and unpublished works**
   Any materials used other than things you have said or created must be stated as such during the activity and documented appropriately.

SPECIAL CONSIDERATIONS:

Please Review - audiovisual selection and preparation as well as nonverbal delivery. Also be sure to check for accuracy the pronunciation of any foreign terms or names used during your presentation.

Speaker Name _____ Speaker Number #___ Section #___

Student Speech Evaluation Summary & Grade Sheet

You will be scored in each of the following categories. Comments will be put on your outlines and worksheets when necessary.

I. CONTENT EVALUATION CATEGORIES: (A - G) The Formal Mauscript Outline						SCORE
A. Topic Choice & Speech Goals:	6	7	8	9	10	☐
B. Research:	9	10	12	13	14	☐
C. Introduction:	0	5	6	7	8	☐
D. Main Points & Subpoints:	10	11	12	13	15	☐
* E. Supporting Materials: (to inform)	10	11	12	13	15	☐
* E. Evidence, Proofs, Argumentation, Reasoning: (to persuade)	10	11	12	13	15	
F. Overall Language Use:	6	7	8	9	10	☐
G. Conclusion:	0	5	6	7	8	☐

II. PREPARATION EVALUATION CATEGORIES: (H - N) The Speech Portfolio						SCORE
H. Topic Selection & Speech Goals:	6	7	8	9	10	☐
I. Prior Audience Analysis - Survey:	10	11	12	13	15	☐
J. Research Bibliographies.	10	11	12	13	15	☐
K. Organizational Design:	6	7	8	9	10	☐
L. Manuscript & Delivery Outlines:	10	11	12	13	15	☐
M. Visual Aid Selection & Preparation:	10	11	12	13	15	☐
N. Audience Adaptation:	6	7	8	9	10	☐

III. STYLE EVALUATION CATEGORIES: (O - U) Presentation Skills						SCORE
O. Process Audience Analysis:	4	5	6	7	8	☐
P. Nonverbal Delivery:	8	9	10	11	12	☐
Q. Nonverbal Messages:	6	7	8	9	10	☐
R. Verbal Delivery:	7	8	9	10	11	☐
S. Verbal Messages:	8	9	10	12	13	☐
T. Visual Aid Usage:	11	12	14	16	18	☐
U. Time Management:	0	5	6	7	8	☐

Content Evaluation (A-G) Formal Outline SCORE: + _____
Preparation Evaluation (H - N) The Speech Portfolio SCORE: + _____
Style Evaluation (O - U) Presentation Skills SCORE: + _____

GRADE SCALE
A = 237.5 - 250 B = 212.5 - 237.4 C = 175.0 - 212.4 F = 174.9 & Below

TOTAL: =
GRADE: = _____

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Speech Assignment # FINAL Date Assigned __/__/__ Date Due __/__/__

Global Perspectives

A PERSUASIVE PERFORMANCE PRESENTATION - OPTION #2

EXPLANATION:

The **persuasive presentation** by definition **explains one viewpoint when two or more viewpoints exist in reference to the same topic or issue or compares one view to others**. The student acts as an *advocate* or a *partisan* going beyond the mere conveyance of information. The intent here is for the student is *to change or structure the attitude* of the audience. With that as the prremise you will prepare a speech using one of the 5 organizational designs discussed in class that will persuade or convince the audience of an idea, belief, or attitude; and/or move the audience to take action. The subject matter of this speech must center on a question of fact, evaluation, or policy and have something to do with a *current social issue or event in today's society.*

SPEECH REQUIREMENTS:

1. **Time Requirement (Circle the time indicated by the instructor)**
   a. 5 to 6 minutes
   b. 6 to 7 minutes
   c. 7 to 8 minutes
2. **Point Value**
   250 points
3. **Presentation Content**
   a. Some type of **natural or supernatural phenomenon, problem, plan, policy, etc.** current in today's society must be argued (for or against).
   b. The type of speech must be explained to the audience according to one of the arguments for persuasive speeches discussed in class that is appropriate for persuasive speech you present.
   c. The topic must be presented in a way that motivates the audience to listen and want to take action.
   d. The topic must be adapted to the audience in reference to its predisposition toward the topic.
4. **Notes & Other Materials**
   a. You may use (3) three 4x6 index cards for notes when you complete this activity in class.
   b. You are to use at least (3) explanantory impact visuals during the presentation one of which must be a transparency.
5. **Published and unpublished works**
   Any materials used other than things you have said or created must be stated as such during the activity and documented appropriately.

SPECIAL CONSIDERATIONS:

Please Review - Research and credibility as well as motivation and emotional appeals for this presentation.

Speaker Name _____ Speaker Number #___ Section #___

Student Speech Evaluation Summary & Grade Sheet

You will be scored in each of the following categories. Comments will be put on your outlines and worksheets when necessary.

I. CONTENT EVALUATION CATEGORIES: (A - G) The Formal Mauscript Outline						SCORE
A. Topic Choice & Speech Goals:	6	7	8	9	10	
B. Research:	9	10	12	13	14	
C. Introduction:	0	5	6	7	8	
D. Main Points & Subpoints:	10	11	12	13	15	
* E. Supporting Materials: (to inform)	10	11	12	13	15	
* E. Evidence, Proofs, Argumentation, Reasoning: (to persuade)	10	11	12	13	15	
F. Overall Language Use:	6	7	8	9	10	
G. Conclusion:	0	5	6	7	8	

II. PREPARATION EVALUATION CATEGORIES: (H - N) The Speech Portfolio						SCORE
H. Topic Selection & Speech Goals:	6	7	8	9	10	
I. Prior Audience Analysis - Survey:	10	11	12	13	15	
J. Research Bibliographies.	10	11	12	13	15	
K. Organizational Design:	6	7	8	9	10	
L. Manuscript & Delivery Outlines:	10	11	12	13	15	
M. Visual Aid Selection & Preparation:	10	11	12	13	15	
N. Audience Adaptation :	6	7	8	9	10	

III. STYLE EVALUATION CATEGORIES: (O - U) Presentation Skills						SCORE
O. Process Audience Analysis:	4	5	6	7	8	
P. Nonverbal Delivery:	8	9	10	11	12	
Q. Nonverbal Messages:	6	7	8	9	10	
R. Verbal Delivery:	7	8	9	10	11	
S. Verbal Messages:	8	9	10	12	13	
T. Visual Aid Usage:	11	12	14	16	18	
U. Time Management:	0	5	6	7	8	

Content Evaluation (A-G) Formal Outline SCORE: + _____
Preparation Evaluation (H - N) The Speech Portfolio SCORE: + _____
Style Evaluation (O - U) Presentation Skills SCORE: + _____

GRADE SCALE
A = 237.5 - 250 B = 212.5 - 237.4 C = 175.0 - 212.4 F = 174.9 & Below

TOTAL: = _____
GRADE: = _____

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Speech Assignment # FINAL Date Assigned __/__/__ Date Due __/__/__

Common Threads

AN ENTERTAINMENT PERFORMANCE PRESENTATION - OPTION #3

EXPLANATION:

Any speech that **explains new information or a point of view of a topic in order to provoke smiles or humor with an audience is referred to as an entertainment presentation**. Such presentations fall into one of the following five categories; speeches of *introduction, presentation, acceptance, commemoration and after dinner speeches*. In this speaking situation the student must organize the speech informatively or persuasively at their leisure, but with more lighthearted subject matter. Here you need to prepare an after dinner speech using one of the 10 organizational designs discussed in class that will entertain the audience informatively or persuasively of a topic you choose. The subject matter of this speech must be of a *light hearted nature, include the use of humor and be about some aspect of personal experience with which the audience can easily identify.*

SPEECH REQUIREMENTS:

1. **Time Requirement (Circle the time indicated by the instructor)**
   a. 3 to 4 minutes
   b. 4 to 5 minutes
   c. 5 to 6 minutes
2. **Point Value**
   250 points
3. **Presentation Content**
   a. Some type of lighthearted topic with which we all can identify must be explained or argued to the audience.
   b. The topic must be presented in a way that motivates the audience to listen and want to know or act.
   c. The topic must be adapted to the audience in reference to its attitude toward the topic and the special occasion.
4. **Notes & Other Materials**
   a. You may use (3) three 4x6 index cards for notes when you complete this activity in class.
   b. You are to use at least (3) explanantory impact visuals during the presentation one of which must be a transparency.
5. **Published and unpublished works**
   Any materials used other than things you have said or created must be stated as such during the activity and documented appropriately.

SPECIAL CONSIDERATIONS:

Please Review - Language use, verbal and noverbal aspects of delivery as well as audiovisual selection and use for this presentation.

Speaker Name _____ Speaker Number #___ Section #___

Student Speech Evaluation Summary & Grade Sheet

You will be scored in each of the following categories. Comments will be put on your outlines and worksheets when necessary.

I. CONTENT EVALUATION CATEGORIES: (A - G) The Formal Mauscript Outline						SCORE
A. Topic Choice & Speech Goals:	6	7	8	9	10	
B. Research:	9	10	12	13	14	
C. Introduction:	0	5	6	7	8	
D. Main Points & Subpoints:	10	11	12	13	15	
* E. Supporting Materials: (to inform)	10	11	12	13	15	
* E. Evidence, Proofs, Argumentation, Reasoning: (to persuade)	10	11	12	13	15	
F. Overall Language Use:	6	7	8	9	10	
G. Conclusion:	0	5	6	7	8	

II. PREPARATION EVALUATION CATEGORIES: (H - N) The Speech Portfolio						SCORE
H. Topic Selection & Speech Goals:	6	7	8	9	10	
I. Prior Audience Analysis - Survey:	10	11	12	13	15	
J. Research Bibliograhies.	10	11	12	13	15	
K. Organizational Design:	6	7	8	9	10	
L. Manuscript & Delivery Outlines:	10	11	12	13	15	
M. Visual Aid Selection & Preparation:	10	11	12	13	15	
N. Audience Adaptation:	6	7	8	9	10	

III. STYLE EVALUATION CATEGORIES: (O - U) Presentation Skills						SCORE
O. Process Audience Analysis:	4	5	6	7	8	
P. Nonverbal Delivery:	8	9	10	11	12	
Q. Nonverbal Messages:	6	7	8	9	10	
R. Verbal Delivery:	7	8	9	10	11	
S. Verbal Messages:	8	9	10	12	13	
T. Visual Aid Usage:	11	12	14	16	18	
U. Time Management:	0	5	6	7	8	

Content Evaluation (A-G) Formal Outline SCORE: + _____
Preparation Evaluation (H - N) The Speech Portfolio SCORE: + _____
Style Evaluation (O - U) Presentation Skills SCORE: + _____

GRADE SCALE
A = 237.5 - 250 B = 212.5 - 237.4 C = 175.0 - 212.4 F = 174.9 & Below

TOTAL: =
GRADE: = _____

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Instructor Evaluation Forms

1. Formal Manuscript Outline
2. Speech Portfolio
3. Presentation skills

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Speaker Name _____ Speaker Number #___ Section #___

Formal Outline Evaluation & Grade Sheet - PART 1

I. CONTENT EVALUATION CATEGORIES: (A - G) SCORES

A. Topic Choice & Speech Goals: 6 7 8 9 10 ☐

1. speaker has obvious knowledge or experience with topic chosen
2. topic intellectually stimulating & beneficial to audience
3. topic narrowed to a specific area for discussion inside time limit
4. specific purpose statement is clear and limited to one idea
5. thesis statement brief but not vague or general

B. Research Use: 9 10 12 13 14 ☐

1. obvious throughout the presentation and pertinent to points
2. primary source used in speech at some point appropriately
3. secondary sources taken from as many types available
4. used in speech in a creative way to impact audience
5. increased speaker credibility during the presentation

C. Introduction: 0 5 6 7 8 ☐

1. attention getting statement effective at holding interest
2. creative revealing of topic using specific purpose statement
3. clear establishment of credibility and intentions with audience
4. accurate thesis statement with main point preview
5. relatively brief and creatively constructed

D. Main Points & Subpoints: 10 11 12 13 15 ☐

1. demonstrate chosen organizational design
2. are worded clearly and consistently throughout
3. are coherent, placed in logical order and collaborate thesis
4. are stated in complete sentences throughout speech
5. are pulled together with various speech connectives

*** E. Supporting Materials: (To Inform)** 10 11 12 13 15 ☐

1. examples used relevant, interesting, memorable & appropriate
2. facts used relevant, recent and timely as possible
3. statistics used sparingly and explained clearly to quantify topic
4. testimony from qualified, unbiased and various sources
5. sources of all supporting materials stated during the speech

*** E. Evidence, Proofs, Argumentation, Reasoning. (To Persuade)** 10 11 12 13 15 ☐

1. appropriate argument chosen in respect to claim(s) made
2. evidence used to substantiate claims effectively and correctly
3. proofs interpret evidence and give reason for change
4. arguments demonstrate appropriate pattern of reasoning
5. arguments collate with organizational design chosen

F. Overall Language Use: 6 7 8 9 10 ☐

1. word choice simple and from your general vocabulary mostly
2. recognition and special vocabulary used sparingly when needed
3. denotation, connotation considered in vocabulary use
4. emotion used to make the audience feel something about topic
5. motivation evoked appropriate reactions from the audience

G. Conclusion: 0 5 6 7 8 ☐

1. properly signaled the end of the speech presentation
2. restated the thesis in a clear succinct manner
3. closing statement creative and appropriate for presentation
4. demonstrated closing mannerisms and delivery to conclude
5. relatively brief and creatively constructed

Comment on Strength(s) &/ or Area(s) for Improvement

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Speaker Name _____ Speaker Number #___ Section #___

Speech Portfolio Evaluation & Grade Sheet - PART 2

II. PREPARATION EVALUATION CATEGORIES: (H - N) **SCORES**

H. Topic Selection & Speech Goals: 6 7 8 9 10 ☐

1. Topic Selection Sheet complete
2. general topic and specific topic in correct format
3. Speech goals Sheet complete
4. general & specific purposes follow formulas accurately
5. general & specific purposes used appropriate for the assignment

I. Prior Audience Analysis - Survey: 10 11 12 13 15 ☐

1. Audience Information Survey & Responses complete*
2. appropriate # of questions used on the survey (12 - 15 required)
3. survey questions illustrate the nine content areas
4. survey questions in a variety of the 3 formats available
5. survey questions are arranged in an appropriate sequence

J. Research Bibliographies: 10 11 12 13 15 ☐

1. Preliminary Bibliography Sheet complete*
2. preliminary bibliography shows at least 8 sources indicated
3. presentation bibliography on the formal manuscript outline
4. presentation bibliography shows at least 4 required sources
5. APA or MLA format used on both bibliographies correctly

K. Organizational Design: 6 7 8 9 10 ☐

1. selected from those appropriate for the type of speech given
2. appropriate for the type of explanation used in the speech
3. reflects the intent of the specific purpose st. of the speech
4. collates with the thesis statement of the speech
5. Organizational Design Sheet complete

L. Manuscript & Delivery Outlines: 10 11 12 13 15 ☐

1. Speech Content & Draft Outline Sheet complete
2. Formal Manuscript Outline* in correct format
3. keyword delivery outline highlighted correctly
4. notecard delivery outline has delivery & visual cues indicated
5. notecard delivery outline uses the correct number & size of cards

M. Visual Aid Selection & Preparation: 10 11 12 13 15 ☐

1. Visual Aids Description Sheets* & Checklist complete
2. visuals intended are appropriate for point being made
3. obvious preparation of visuals in advance
4. correct number and type of visuals intended for use in speech
5. visuals documented in bibliographies as a miscellaneous source

N. Audience Adaptation: 6 7 8 9 10 ☐

1. Demographic Data sheet complete
2. Situational Data Sheets complete
3. Plan of Adaptation complete* (8 points alone)

Comment on Strength(s)

Comment on Area(s) for Improvement

(*) Asterisk indicate sheets that must be typed in order to receive full credit for a preparation category.

Speaker Name _____ Speaker Number #___ Section #___

Presentation Skills Evaluation & Grade Sheet - PART 3

III. STYLE EVALUATION CATEGORIES: (O - U) SCORES

O. Process Audience Analysis: 4 5 6 7 8 ☐

1. adjustments made during speech due to audience size
2. adjustments made during speech due to changes in setting
3. adjustments made during speech due to audience attitudes'
4. adjustments made during speech due to audience feedback

P. Nonverbal Delivery: 8 9 10 11 12 ☐

1. gestures & bodily action effective throughout speech
2. effective eyecontact maintained throughout presentation
3. facial expression conveys intended meaning throughout speech
4. pauses appropriate and few vocal interferences during speech
5. obvious practice on the above elements of the speech

Q. Nonverbal Messages: 6 7 8 9 10 ☐

1. personal appearance professional and suited to presentation
2. paralanguage indicative of & parallel with message of speech
3. enthusiasm of speaker evident throughout the speech
4. spontaneous attitude of the speaker to make subject seem fresh
5. notecard speaking outline used inconspicuously during speech

R. Verbal Delivery: 7 8 9 10 11 ☐

1. adjustment of volume to the room, audience and/or other noise
2. grouping and accenting sounds for proper pronunciation
3. proper use of the speech articulators to project clear articulation
4. speaking at a normal rate of speed that is easily understood
5. obvious practice on the above elements of the speech

S. Verbal Messages: 8 9 10 12 13 ☐

1. using vocal inflections due to the vocal pitch to indicate feeling
2. effective pace & rhythm of voice to set moods in speech
3. producing a pleasant tone that exemplifies good vocal quality
4. modulation of the voice in different ways to insure vocal variety
5. content of formal manuscript outline followed during speech

T. Visual Aid Usage: 11 12 14 16 18 ☐

1. 3 visuals size/print is large enough to be seen by the audience
2. 3 visuals clearly displayed only while being discussed
3. 3 visuals are carefully explained to audience during speech
4. effective eyecontact and manipulation of visuals during speech
5. visuals used are appropriate for point(s) being made

U. Time Management: 0 5 6 7 8 ☐

1. recorded time ___:_____
2. within time req. (30 sec. intervals are automatic deductions + or -)
3. covered necessary components to speech before concluding
4. appropriate % of time spent on each part of presentation

Comment on Strength(s)

Comment on Area(s) for Improvement

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